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ABSTRACT

Comparison between the results of a 1977 and a 1982 census of secondary school course offerings in Illinois indicated that although the proportion of high schools offering instruction in art and music remained relatively constant, the proportion of enrollment in these subject areas declined by more than two percent. Census data were collected from 489 public junior high schools and 719 public high schools. Music was more likely to be offered in both high schools and junior high schools than art and enrollment in music was significantly greater than in art, at both levels. However, enrollment in both subjects was greater in junior high school than in high school. Courses in art in both junior high schools and high schools were less likely to be full year courses than were music courses. The median number of courses in art and music in high schools ranged from two in the smallest schools to seven in the largest schools. In high schools, female enrollment in music significantly exceeded male enrollment, with the differences being greater in small and rural schools. Appendices include tables on the types of schools surveyed, state board of education policy and goal statement for the arts, tables covering the length of course by subject area, listings of art and music classes offered, number of course offerings by enrollment, and total number of arts enrollments. (IS)

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Special Report on the Arts

SP 016 690

ILLINOIS SECONDARY SCHOOL COURSE OFFERINGS, 1982

Special Report on the Arts

June, 1984

ILLINOIS STATE BOARD OF EDUCATION

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CHAIRMAN

DONALD G. GILL
STATE SUPERINTENDENT OF EDUCATION

DEPARTMENT OF PLANNING, RESEARCH AND EVALUATION
RESEARCH AND STATISTICS SECTION

FOREWORD

In 1977 the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development conducted a Census of Secondary School Course Offerings. This was the first statewide census of basic curriculum data in Illinois. The Census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and establish a source of information on secondary school curriculum. A second Census was conducted in 1982 to update the original database.

The Census project was directed by Dr. William L. Humm, Research and Statistics Section, Illinois State Board of Education. This special report on Arts was written by Dr. Carol Holden, Department of Continuing Education, Eastern Illinois University and edited by Dr. Humm. It is based on statistics from the Census project databases for 1977 and 1982.

Observations and conclusions in this report are those of the writer and do not necessarily represent the policies or views of the Illinois State Board of Education or the State Superintendent of Education.

Donald G. Gill
State Superintendent of Education

Special Report on the Arts

Summary Highlights

Although the proportion of high schools offering instruction in art and music remained relatively constant (when 1976-77 and 1981-82 are compared), the proportion of enrollment in these subject areas declined by more than 2 percent.

Music is somewhat more likely to be offered in both high schools and junior high schools than is art. About 5% more schools offer music than offer art.

Enrollment in music is significantly greater than in art at both the high school and junior high school levels.

Enrollment in music and art is relatively greater at the junior high level than at the high school level -- reflecting more elective courses at the high school level.

Courses in art in both high schools and junior high schools are less likely to be full year courses than are courses in music. Over 74 percent of the art courses at the junior high level are a half year or less in length, but almost 70 percent of the music courses are a full year.

The average (median) number of courses offered in art in high schools ranged from 2 in the smallest schools (less than 200 enrollment) to 7 in the largest schools (2600 or more enrollment). The average number of courses in music also ranged from 2 to 7 in the high schools.

In high schools, female enrollment in music significantly exceeds male enrollment, with the differences in enrollment being greater in small and rural schools.

ILLINOIS SECONDARY SCHOOL COURSE OFFERINGS, 1982
SPECIAL REPORT ON THE ARTS

This report will examine data gathered by the Illinois State Board of Education for school year 1981-82 and compare the data with an earlier study made in 1976-77. The curricular areas addressed in this report are art and music in junior and senior high schools in Illinois.

Census data were collected from 489 public junior high schools and 719 public high schools. The participating schools represent 82% of the junior high schools and 99% of the high schools in the defined population of the Census. (See Appendices I & II for demographic data.)

Now with the second of these general school curriculum surveys completed and analyzed, it is possible to detect some disturbing trends in both art and music. In one sense, the most disturbing thing is that the program offerings in art and music are so predictable. In another sense, it is disturbing to see that both art and music are slowly, but surely, losing ground in terms of numbers of schools offering courses, in terms of numbers of courses, and in the course enrollment totals. There is a steady decline in both areas that if continued over the next several years will make serious inroads in the quality of education in Illinois for secondary students.

Since the 1976-77 survey was completed, the Illinois State Plan for the Arts in General Education was written and endorsed by the Illinois State Board of Education. (June, 1977) This plan contains a broad outline for increasing and improving the quantity and quality of arts instruction in Illinois schools from K-12. (See Appendix III for the general policy statement from the Plan and Appendix IV for the Illinois State Board of Education Goal Statement for the Arts.)

The Illinois Plan specified six components as essential to a comprehensive arts program. However, the course census data seem to indicate that these components are not being offered in a vast majority of schools. Although course content cannot be accurately predicted from course titles, a comparison of the 1976-77 and the 1981-82 census data strongly suggest that secondary schools in Illinois emphasize one component, that of traditional arts instruction.

The most obvious implication of this fact for this writer is that continued effort and money are needed to educate school leaders, teachers, and curriculum developers about the Plan and how to implement it at the local level. Specifically, from the author's point of view, this argues for the Illinois State Board of Education to continue expanding efforts in developing long-range local arts planning, in-service training, dissemination projects, and summer teacher institutes on the arts in general education at colleges and universities. There are also serious implications for teacher education that will be addressed later in this report.

However, it is important to avoid making too many broad generalizations from data gathered in surveys of this type. One cannot be sure of the content of the courses, the level of instruction, or the accuracy of course titles. In short, there is no sure way to gauge quality instruction in the arts from these data. We are merely counting and hoping that numbers will help us understand what is happening in arts education in Illinois secondary schools. The reader should also bear in mind that art and music are the only Art disciplines included in the survey. One would hope that in future surveys, there would be an attempt to study teaching in other art areas, e.g., theatre/drama, dance/movement, literature, and the media arts.

JUNIOR HIGH SCHOOLS ART

Enrollments in Art and Art Subject Areas

Eighty-six percent of the junior high schools in the survey (which represent 82% of all junior high schools in the state) offered at least one course in art in school year 1981-82. Ninety-three percent of all junior high school school students in the surveyed schools were enrolled in schools with at least one art course.

There was a course enrollment (in full-year equivalents) of 43,515 generated by students in all art courses which equalled 26% of the state enrollment and 29% of the enrollment of those schools offering at least one art course.

However, if all courses labeled as "general art" or "fine arts" are combined, we find that 90% of the schools offering any art courses are in those subject areas. The remaining 10% of the schools offering any art offer courses in the 14 other art subject categories inventoried on the data sheets. Since most of the general art courses at the junior high school level are one quarter to one semester in length, this does not represent a great deal of time spent in art. (See Appendix V for data on length of art and music courses.)

The pronounced lack of two and three dimensional art courses at the junior high school level is striking. Courses in ceramics and sculpture are rarely found, and the media arts--filmmaking, photography and TV--are notably missing. Only 6 schools report courses in these areas, yet it is in these areas that junior high school students have a great deal of interest. It could also be argued that students in the adolescent stage need an opportunity to study art forms that involve active manipulation of a medium and/or participation in creative activity. The complete list of art course offerings in Illinois junior high schools is very impressive; however, very few schools offer any courses in addition to general art. Essentially, the actual number of courses offered has not changed since the last survey in 1976-77. (See the listing of complete course offerings in Appendix VI.)

The more intellectual aspects of art study--art history, art appreciation (distinguished from general art), theory of art, criticism and aesthetic education are poorly represented or are not present at all. Only 7 schools report any courses in these areas, with less than 2% of junior high school students even having the opportunity to select such courses.

1981-82 Art Enrollments Compared to 1976-77 Survey

Relative to the 1976-77 survey of junior high schools, art has not kept pace. There was slightly more than a 4% drop in the number of schools offering at least one art course in the 81-82 survey. This percentage amounts to about 20 schools.

The percentage of school course enrollments in art dropped from 33% in those schools with any art in the 76-77 survey to 29% in the 81-82 survey. This is a reduction of 4%. There was a reduction of almost 5% in terms of the total state enrollments of students in art. One can say that the number of schools offering art is steadily declining and the accompanying enrollment figures are dropping along with that decline.

In terms of specific art courses, the decline is also present. There were five schools in the 76-77 survey offering graphics courses at the junior high level and no such courses were reported for 81-82. Basic design increased in percentage of state enrollment by .03%, e.g., went from one school offering the course in 76-77 to 2 schools in 81-82. There is a notable lack of design, graphics, and commercial art courses at this level. In addition, studio art enrollment declined from .14% of state enrollment in 76-77 to only .03% in 81-82. This was apparently due to the fact that in 76-77 three schools offered studio art with an enrollment of 1576, but only two schools with an enrollment of 904 reported offering the course in the 81-82 survey. The number of schools offering courses outside the general art area showed a decline of 4.5% in the 81-82 survey and there was an accompanying decrease in course enrollment in the fourteen other art courses in the survey.

School Type and Sex Differences in Art Enrollments

Central City Schools

There is very little difference in male and female enrollment in this type of junior high school reported in the 81-82 survey. This may be due to the fact that only two options were offered outside of the general art area. There were about 3% more males enrolled in crafts than females and about 3% more females enrolled in drawing/painting/sketching than males. This difference may be partly explained by the fact that drawing/painting/sketching may be perceived as more "feminine" activities and crafts as more "masculine" activities by junior high school students.

Suburban Schools

There are about 5.5% more females than males in two and three dimensional art courses and 2% more males in photography and filmmaking. Other courses are very nearly evenly enrolled. Again, the perception of what is "feminine" and what is "masculine" may affect course enrollments.

Independent City Schools

In basic design courses, male enrollment was nearly 10% higher than female enrollment. There was also a larger percentage of males enrolling in photography and filmmaking than females (+3%). Other course enrollments were about equal.

Rural Schools

Enrollments by males and females were not really different except in art appreciation where female enrollment was 9% higher than male enrollment. Again, perceptions of what is "feminine" and what is "masculine" may color enrollments. Other variables may affect sex differences in enrollments as well. Included in this list are the sex of the instructor, peer choice, other course options, and general social attitudes toward art.

School Size and Sex Differences

1-199 Students

About 2% more females enrolled in art than males in schools of this size. Since there were virtually no courses offered outside of general art, other course comparisons are not possible.

200-499 Students

Nine percent more females than males enrolled in art appreciation, and about 9% more females than males enrolled in ceramics/pottery courses. Otherwise, enrollments were virtually equal. This may be explained by the fact that when given course options, more females elect art courses than males.

500 or More Students

In schools of 500-999 students, female enrollment in two and three dimensional art exceeded male enrollment by 5%, but in basic design, male enrollment exceeded female enrollment by 8%. In schools of more than 1000 students, nearly 5% more females were enrolled in the second year of general art than males. There were no courses offered outside of the general art/appreciation area in these schools. This seems to be a serious lack of opportunity for these students.

One possible explanation for the large percentage of course enrollments in the rural/smaller type schools might be that there are fewer options in general for students and so it stands to reason that a larger percentage of the schools' enrollment would be in art. Another explanation is that in smaller communities, the school carries a larger burden for providing arts experiences of all types than in the suburban communities.

TABLE 1. JUNIOR HIGH SCHOOL ART

School size & type	Total number of schools	Percent of schools offering Art	Number of courses other than General Art	Percent of schools Y.E. course enrollments
1-199	130	72	1	40
200-499	192	88	8	32
500-999	159	96	14	26
1000-1699	8	100	1	22
Central city	28	93	2	18
Suburb	234	91	14	29
Independent city	81	88	7	34
Rural	146	76	1	31

The largest number of art choices exists in the suburban schools and in schools with enrollments of 500-999 students. (Probably these are the same schools.) These are the schools with the most exciting array of art options, e.g., courses outside the traditional ones. However, the percentage of course enrollments in art in these schools is the second lowest, next to the central city schools. One explanation might be that schools with greater choices in the arts may also have greater choices in other curricular areas which compete for enrollments with the arts courses. Typically, suburban students have more arts opportunities in their everyday life in the form of private instruction in the arts, membership in community arts organizations, and a satisfying arts environment in the home. Therefore, there may not be as large a burden on school arts courses to meet the aesthetic needs of these students.

Sequential Patterns in Art Course Enrollments

In the schools which have a second year for general art, there is some drop in enrollment in the second year. Since not many schools reported a second year course (only 15 schools), it is difficult to make generalizations.

The obvious point to make is that the schools with the most exciting choices and the greatest numbers of courses, e.g., the suburban schools, do have good enrollments in these probably elective continuation courses. These courses include: two and three dimensional art, art appreciation, ceramics, crafts, basic design, photography and filmmaking, and sculpture.

JUNIOR HIGH SCHOOLS MUSIC

Enrollments in Music and Music Subject Areas

In 1981-82, there were 445 junior high schools offering at least one music course or 91% of the surveyed schools. Forty-six percent of jurior high school students were in a course in music. This is greater than the 29% of students in art by 17%. General music, often a requirement for junior high

school students, accounts for 26% of the enrollment. Chorus, band, instrumental ensembles and choir account for the major portion of the remaining enrollment. Orchestra is found in only 19% of the schools and accounts for only 4% of the enrollment. This is the opposite of the early days of music education when nearly every school had an orchestra, but not necessarily a band. Courses in theory/harmony/composition/counterpoint were found in only 2 schools. The complete list of junior high school music courses is rich and varied. The problem is that so many interesting courses are limited to just a few schools allowing very few students the opportunity to enroll in them. (See Appendix VII for the complete list of junior high music courses.)

1981-82 Music Enrollments Compared to the 1976-77 Survey

As in art in the junior high schools, the percentage of schools offering music declined by almost 4% since the 1976-77 survey. There was a 7% decline in course enrollment in general music. Band and chorus increased in course enrollments by about 2%. The same 12 music courses were listed for both surveys.

School Type and Sex Differences in Music Enrollments

Central City Schools

Female course enrollment was 11% higher in central city schools than male course enrollment in music. This is substantially different than in art where the enrollment was virtually the same. However, in general music the enrollment was nearly equal by males and females In the subject areas of music the sex differences become more pronounced. Female course enrollment was greater in all music courses, with chorus being 9% larger.

Suburban Schools

Female course enrollment was greater than male course enrollment in music by 12% in suburban schools. In general music the enrollment was nearly even for males and females. Again, female course enrollment was 9% higher than male in choir and 15% higher in chorus. It was 2% greater than male course enrollment in band. Only in small instrumental ensembles and instrumental classes was male course enrollment 2% greater than female.

Independent City Schools

In smaller schools, more females enroll in music. In these schools there was a 23% greater female course enrollment in music than male enrollments. The greatest difference in enrollment was found in choir (11%) and in chorus (19%). In band the difference was 7%. This trend of greater female course enrollment in band is one that seems to be gaining momentum.

Rural Schools

The largest difference in enrollment due to sex differences occurs in rural schools. In music in rural schools there was 31% more course enrollment by females than males. There were no males in swing choir. Music appreciation and band had 9% more female course enrollment. The subject with the greatest difference again was chorus with 29% more female course enrollment.

The difference in enrollment patterns for males and females seems greater in music than in art in the junior high schools. It may be that the vocal music subjects are perceived to be more "feminine" in nature, and it may be that the adolescent male is not attracted to vocal music because of problems with the changing voice. However, the fact that all music subjects, not just vocal music, are becoming predominately female indicates that a trend is taking place in the discipline which is not tied to school size or community type.

School Size and Sex Differences

1-200 Students

In these schools there was a much larger proportion of females generating course enrollment (about 31%) than males. (See the discussion of rural schools.)

200-499 Students

Again, the greater proportion of females is noticeable--almost a 20% greater course enrollment. Female enrollments are greater just as in the fewer than 200 student schools with the one exception of small instrumental ensembles. This could be construed to be jazz bands, stage bands or brass ensembles which usually have much higher male participation. Interestingly enough, in these schools females had about 5% greater course enrollment in band than males. There was some participation by males in choir, swing choir and vocal ensembles unlike the fewer than 200 student schools.

500-999 Students

In schools with this category of student population, we find greater female course enrollments (about 12%), but the difference is not so great as in the smaller schools. There is only a 2% greater female course enrollment in band in these schools. (See discussion under suburban schools.)

1000-1699 Students

In large schools of this category we find about 12% greater female course enrollment than male. There is much greater female participation in vocal music in these schools. (See discussion under central city schools.) One can conclude that females are dominating junior high school music in all subject areas in Illinois.

The largest percentage of course enrollments in music is found in rural and in the schools with fewer than 200 students. This is perhaps explained by the small number of other options available to students and the role that musical organizations fill in the life of a small town or school.

TABLE 2. JUNIOR HIGH SCHOOL MUSIC

School size & type	Total number of schools	Percent of schools offering Music	Number of courses other than General Music	Percent of schools Y.E. course enrollments
1-199	130	79	7	58
200-499	192	92	10	52
500-999	159	99	10	40
1000-1699	8	100	6	44
Central city	28	100	9	50
Suburb	234	95	10	43
Independent city	81	89	9	46
Rural	146	84	8	57

The suburban schools and schools with 500-999 students have the least percentage of course enrollments in music. Perhaps this is explained by the greater variety of school options in general and the greater number of musical opportunities provided by parents and the community in these suburban settings.

The findings of sex differences in course enrollments and of schools' course offerings in music are not very different from the findings in the art subjects. However, the much greater female participation in music deserves further study.

Implications

In junior high school art programs in Illinois it is distressing to see a 4% drop in the proportion of schools offering any art from the 1976-77 survey. It is equally disturbing to see no change in scope or focus of the art program. It is still very much as it always has been with a general art course in the 7th or 8th grade accounting for most of the enrollment. Arts courses are typically offered as a one year course in 23% of the cases, a one semester course in 36% of the cases and a quarter or trimester course in 37% of the cases. This reflects minimum exposure and does little enough to foster aesthetic sensitivity and probably even less to promote development of artistic skills and talent. It is extremely difficult to teach aesthetic values or artistic skills in such a short time.

If there is to be no additional allocation of time to be spent on art and in the variety of courses for a student to experience, then the need for training general elementary classroom teachers in aesthetic education is

even more urgent now. One quarter or one semester of general art is too little for most students. We may have to look to the elementary classroom teacher to assume the responsibility for general arts education in Illinois schools, especially if there are continued decreases in spending for hiring art specialists in the schools.

In junior high school music programs in Illinois we find the same disturbing trends that we find in art programs. We find that the courses are predictable and that there are virtually no new courses since the 1976-77 survey. There is a definite need for change in music programs in the public schools to include courses in non-traditional music, electronic and popular music, and related arts studies. Junior high schools would be excellent places to develop interdisciplinary courses in the arts and humanities. This, of course, calls for a change in teacher education and teacher certification in Illinois in the arts.

Music programs are still faring a little better than art programs at this level. In the 1976-77 survey there were 24 schools in the study with no music program as compared to 44 schools with no art program. In the 1981-82 survey there were 44 schools with no music program as compared to 67 schools with no art program.

While both music and art declined in Illinois junior high schools during this five year period, music still has about a 5% edge over art in terms of number of schools with programs. (See Appendix VIII for data on course offerings in art and music by school enrollment.)

Junior high school and high school teachers need in-service training on how to involve their students in arts experiences and how to teach in an interdisciplinary manner via team teaching. In secondary schools this may be the only realistic method of increasing the amount of time spent in the arts. The importance of involving students of this age group in many of the arts including the visual arts, music, literature, dance/movement, drama, and the media arts cannot be overestimated.

Now with new emphasis on teaching cognitive skills, computer proficiency, and other so-called "high technology" skills, students may become the victims of a limited and unbalanced curriculum. Serious students of education are sounding the alarm warning those of us in the secondary schools not to jump on the new "high-tech" bandwagon without thinking about the long-term consequences; a general education is still probably in the best interests of all students. We cannot afford to educate more students short in aesthetic sensitivity and long on technical training. The developing adolescent mind needs a balanced menu of curricular choices, including a full range of arts choices, to be healthy.

SENIOR HIGH SCHOOLS ART

Enrollments in Art and Art Subject Areas

Ninety-two percent of the senior high schools in the survey (which represent 99% of all senior high schools in the defined population of the Census) offered at least one course in art in school year 1981-82. Ninety-seven percent of all senior high school students in the surveyed schools were enrolled in schools with at least one art course.

There was a course enrollment (in full-year equivalents) of 90,616 generated by students in all senior high school art courses which equalled 15.3% of the state enrollment and 15.7% of the enrollment of those schools offering at least one art course.

However, if the enrollments in all courses labeled as "general art" or "fine arts" are combined, we find that courses other than general art account for only slightly more than 5% of the state enrollment. The remaining subject areas in art (20 are listed in the survey data) are elective subjects and the only course to generate more than 1% of state enrollments is drawing/painting/sketching. Since most of the art courses at the senior high school level are one semester to one year in length, this represents a small amount of time spent in art by a very small number of students. (See Appendix V.)

The pronounced lack of art history/art theory/aesthetics courses at the senior high school level is striking. Only 17 schools report any courses in these subjects with fewer than 6% of senior high school students even having the opportunity to select such courses. One would think that at the high school level skills in critical thinking in the arts would be expected of more than 6% of the enrolled students.

Contrary to the situation in junior high schools, the variety of courses listed in the survey data is more exciting and offers a better variety of choices for secondary students. Twenty-six percent of the schools in the survey listed a course in ceramics and pottery and 14% of the schools listed a course in sculpture and ceramics. Crafts, metal and jewelry, textiles, weaving, and photography and filmmaking were listed in greater numbers than at the junior high school level.

The commercial art and basic design areas seem especially weak at the high school level considering that many secondary students might wish to make art a vocational choice. For example, only 3% of the schools offered a course in graphics and 5% of the schools offered a course in basic design. It would appear that the art offerings in Illinois senior high schools are more varied than at the junior high level, but that too few schools include courses other than general art and drawing/painting/sketching in the curriculum. (See Appendix IX for the complete listing of high school courses and enrollments in art.)

1981-82 Art Enrollments Compared to 1976-77 Survey

Relative to the 1976-77 survey of senior high schools, art has barely kept pace. There was a slight increase of 1% in the number of schools offering at least one art course in the 81-82 survey. This is essentially a static situation for art in the high schools.

The percentage of school enrollment in art dropped from 18.2% in those schools with any art in the 76-77 survey to 15.7% in the 81-82 survey. This is a reduction of 2.5%. There was also a reduction of almost 2.5% in terms of the total state enrollment of students in art. It will be interesting to see whether or not the greater decline in art in the junior high schools catches up with the high schools in the next census.

In terms of specific art courses, the decline is also present. For example, there were 42 schools in the 76-77 survey offering graphics courses at the senior high level and only 27 schools offering this course in the 81-82 survey. There was very little change in percentage of course enrollments in the art subject areas outside the general art area. In no case did the change exceed 2%.

School Type and Sex Differences in Art Enrollments

Central City Schools

There is very little difference in overall male and female enrollment (less than 2%) in this type of senior high school reported in the 81-82 survey. This may be due to the fact that so few schools offer courses outside of the general art area. Sixty-eight percent of these schools offer drawing/painting/sketching and interestingly enough male course enrollments exceed females in this course by about 1%.

Suburban Schools

There are about 2% more females than males in art courses overall. The individual subjects vary less than 1% in all cases except in textiles, weaving and macrame where females exceeded males by just slightly more than 1%.

Independent City Schools

Female course enrollments exceeded male enrollments by just slightly over 2%. Female enrollments were 2 to 4% greater in advanced design, ceramics and pottery, and textiles, weaving and macrame. In all cases in the subjects outside of general art, the percentage of enrollments for both males and females was under 2% of the total state enrollments.

Rural Schools

Enrollments by sex were not very different. Female enrollment was 1% higher overall than male. In courses other than general art, the differences in sex course enrollments are smaller than 1%.

School Size and Sex Differences

1-199 Students

About 2% more males are enrolled in art than females in schools of this size. Courses other than general art, drawing, painting and sketching, and general crafts were offered in less than 5% of the schools of this size. There is more male participation in many of the electives in these schools, but since the total number of enrollments is so small it would be misleading to overemphasize the differences.

200-499 Students

Females accounted for less than 1% more course enrollment in these schools. The largest difference between the sexes was in commercial design where female course enrollment exceeded male by 3%.

500-999 Students

Overall female course enrollment exceeded male enrollment by 1.5%. Other than one course in general art, female course enrollment was greater than male except for two and three dimensional art where male was slightly higher.

1000-1699 Students

In larger schools of this category nearly 2% more females were enrolled in art than were males. The familiar pattern is evident here that outside general art the art subject courses account for few of the schools' course enrollments. There is virtually no difference in enrollment by males and females in these elective courses.

1700-2599 Students

Overall female course enrollment in art exceeds male course enrollment by nearly 3% in schools of this size category. In the subject areas the male-female enrollments are virtually the same.

2600+ Students

In the largest high schools female course enrollment exceeds male enrollment in overall art enrollments by 3%. Females also exceed male course enrollment in the first year of general art by nearly 2%. In all other art subject areas the male-female course enrollments are virtually equal. The troubling fact in these schools is that no art course other than general art and two and three dimensional art generated even 1% of the schools' course enrollments.

One possible explanation for the smaller percentage of course enrollments in the rural/smaller type schools is that there are nearly 23% of these schools with no art program at all. This contrasts with the junior high schools where 28% of the schools have no art program and still the percentage of course enrollments is about 39%. Probably the fact that art may be elective in many high schools and required in junior high school explains the greater proportion of enrollments at the junior high level.

The largest number of art choices exists in the largest high schools and in the largest cities. These are the schools with the most exciting array of art options, i.e., courses outside the traditional ones. However, one must not be misled by the apparent greater choice of art subjects available in the high schools as compared to the junior high schools.

TABLE 3. HIGH SCHOOL ART

School size & type	Total number of schools	Percent of schools offering Art	Number of courses other than General Art	Percent of schools Y.E. course enrollments
1-199	189	77	16	18
200-499	194	94	19	16
500-999	102	99	19	14
1000-1699	114	96	20	15
1700-2599	98	99	20	17
2600 +	22	100	19	15
Central city	95	96	20	20
Suburb	183	98	20	14
Independent city	99	97	19	13
Rural	342	86	19	16

If the traditional choices of drawing, painting, sketching, and ceramics and pottery are excepted, the actual number of schools offering other courses is quite small, usually under 10% except for the suburban schools where the percentages are higher. However, the number of students taking advantage of the richer variety of offerings in the suburban schools is low. This finding has apparently not changed since the 1976-77 survey.

Typically, schools with greater choices in the arts may also have greater choices in other curricular areas which compete for enrollments with the arts courses. Perhaps as in the junior high situation, suburban students have more arts opportunities in their everyday life in the form of private instruction in the arts, membership in community arts organizations, and a satisfying arts environment in the home. Therefore, there may not be as large a burden on school arts courses to meet the aesthetic needs of these students. It is interesting to note that the highest participation in art courses in high schools is in the central city schools where the need for aesthetic experiences may be the highest.

Sequential Patterns in Art Course Enrollments

In the schools which have a second, third, and fourth year for general art, there is a great drop in enrollment in the second and succeeding years. There is also a drop off in the second year in the advanced courses in the art subject areas. The rural schools had the largest percentage of schools with continuation courses in general art and the highest percentage of enrollment in these courses. Fifty-six percent of the rural high schools

offered a second year in general art and it generated about 5% of the schools' course enrollments. This compares to central city schools where 9% of these schools offered a second year in general art which generated 3% of the schools' course enrollments. In the suburbs the low participation is evident again as 34% of the schools offer a second year in general art, but it only generates 2% of the schools' course enrollments. (See Appendix X for data on the number of course offerings in art by school enrollment in high schools.)

SENIOR HIGH SCHOOLS MUSIC

Enrollments in Music and Music Subject Areas

In 1981-82 there were 691 senior high schools offering at least one music course or 96% of the surveyed schools. Twenty-one percent of the schools' year equivalent course enrollments were generated by students in music. This is greater by 5% than the course equivalents in art in high schools. General music accounts for 15% of the course enrollments and chorus, band, and choir account for the major portion of the remaining enrollment. Orchestra is found in only 20% of the schools and accounts for only 2% of the enrollment. Courses in theory/harmony/composition/counterpoint were found in only 19% of the schools and music appreciation in only 11% of the schools. (See Appendix XI for the complete listing of courses and enrollments in high school music.)

1981-82 Music Enrollments Compared to the 1976-77 Survey

As in art in the senior high schools, the percentage of schools offering music remained constant at 96% since the 1976-77 survey. There was a 2% decline in year equivalent course enrollments in general music. Band and chorus also remained nearly identical to the earlier survey. The same music subject courses were listed for both surveys. One can say that music in high schools in Illinois has neither decreased nor increased in the past six years.

School Type and Sex Differences in Music Enrollments

Central City Schools

Female year equivalent course enrollment was 5% higher in central city schools than male course enrollment in music. This is somewhat different than in art where the female enrollment was only 2% greater than male enrollment. In the subject areas of music the sex differences became more pronounced. Female course enrollment was greater in all music courses with chorus enrollments being 4% larger.

Suburban Schools

Female course enrollment was greater than male course enrollment in music by 8% in suburban schools. In general music the enrollment was nearly even for males and females. Again, female course enrollment was 5% higher than male in chorus. Course enrollments were nearly equal for males and females in band and all other music subject areas.

Independent City Schools

In schools with fewer students, more females enroll in music. In these schools there was an 11% greater female year equivalent course enrollment in music than male enrollment. The greatest difference in enrollment was found in choir (4%) and in chorus (6%). In band the enrollment difference was 3%. This trend of greater female course enrollment in band is one that seems to be gaining momentum, though it is not as strong as in the junior high schools.

Rural Schools

In rural schools we have the largest difference in enrollment due to sex differences similar to the junior high schools. In music in rural schools there was 20% more course enrollment by females than males. There were no males in swing choir. Music appreciation had 8.5% more female course enrollment and band had 9% more. The subject with the greatest difference again was chorus with 29% more female course enrollment.

The difference in enrollment patterns for males and females seems greater in music than in art in the senior high schools. It may be that the vocal music subjects are perceived to be more "feminine" in nature and it may be that the adolescent male is not attracted to vocal music because of problems with the changing voice. However, the fact that all music subjects, not just vocal music, are becoming predominately female indicates that a trend is taking place in the discipline which is not tied to school size or community type.

School Size and Sex Differences

1-200 Students

In schools with 1 to 200 students, there was a much larger proportion of females generating course enrollment (about 31%) than males. (See the discussion of rural schools.)

200-499 Students

Again, the greater proportion of females enrolled in music is noticeable--almost 20% greater course enrollment. Female enrollments are greater just as in the schools with fewer than 200 students with the one exception of small instrumental ensembles. This could be construed to be jazz bands, stage bands or brass ensembles which usually have much higher male participation. Interestingly enough, in these schools females had about 5% greater course enrollment in band than males. There was some participation by males in choir, swing choir and vocal ensembles unlike the schools with fewer than 200 students.

500-999 Students

In schools of this size category, we find greater female course enrollments (about 12%), but the difference is not so great as in the smaller schools. There is only a 2% greater female course enrollment in band in these schools. (See discussion under suburban schools.)

1000-1699 Students

In this category as large schools we find about 12% greater female course enrollment than male. There is much greater female participation in vocal music in these schools. (See discussion under central city schools.)

1700-2599 Students

The pattern for female domination in music holds here also, although the differences in the individual music subjects are generally small, 1% or less.

2600 + Students

In these largest high schools female course enrollments exceed male by 7%. They exceed male enrollment in general music by 3% and in chorus by 5%. Band enrollments are nearly equal. Course enrollments in music here were second to the suburban schools in terms of overall low enrollment. The level of participation in the specific music subject areas (outside general music) is quite low.

The largest percentage of course enrollments in music is found in rural and the schools with fewer than 200 students. This is perhaps explained by the small number of other options available to students and the role that musical organizations fill in the life of a small town or school.

The suburban schools and schools with 500-999 students have the smallest percentage of course enrollments in music. Perhaps this is explained by the greater variety of school options in general and the greater number of musical opportunities provided by parents and the community in these suburban settings.

TABLE 4. 1981-82 HIGH SCHOOL MUSIC

School size & type	Total number of schools	Percent of schools offering Music	Number of courses other than General Music	Percent of schools Y.E. course enrollments
1-199	189	90	10	42
200-499	194	98	11	27
500-999	102	97	11	21
1000-1699	114	98	11	18
1700-2599	98	100	11	20
2600 +	22	100	11	18
Central city	95	96	11	25
Suburb	183	98	11	16
Independent city	99	99	11	20
Rural	342	95	11	30

The findings of sex differences in course enrollments and of school course offerings in music are not very different from the findings in the art subjects. However, the much greater female participation in music deserves further study.

Implications

In senior high school art programs in Illinois it is encouraging to see a 1% increase from the 1976-77 survey in the number of schools offering at least one art course. It is disturbing, however, to see little change in the scope or focus of the art program. The majority of enrollment continues to be found in general art courses. From among all the art courses reported, 58% were offered as a one year course, 39% were one semester, and 2% were a quarter or tri-mester. Courses of one semester or less in length provide little time to foster aesthetic sensitivity and probably even less to promote development of artistic skills and talent. It is extremely difficult to teach aesthetic values or artistic skills in such a short time. By giving art this "small slice of the curricular pie" schools and society communicate to the students that art is not really important in their education and their lives.

If there is to be no increase in the amount of time spent on art and in the variety of courses for a student to experience in high school, then the need for training general elementary classroom teachers in aesthetic education is even more urgent than it was ten years ago. One quarter or one semester of general art at the high school level is too little, too late, for most students. We may have to look to the elementary classroom teacher to provide at least a foundation of general arts education in Illinois schools, especially if there are continued decreases in spending for hiring art specialists in the schools.

In senior high school music programs in Illinois we find the same disturbing trends that we find in art programs. We find that the complete listing of courses is long and exciting, but that in reality there are very few courses outside general music and the traditional performance organizations of band and vocal music being offered in significant numbers of schools. In effect, there has been little change in course offerings in music since the 1976-77 survey. There is a definite need for more schools to offer more courses in non-traditional and ethnic music, more small ensembles of all types including recorders, guitars, wind ensembles, madrigals and folk groups, electronic and popular music, and related arts studies. Senior high schools would be excellent places to develop interdisciplinary courses in the arts and humanities. This, of course, calls for a change in teacher education and teacher certification in Illinois in the arts.

Music programs are still faring a little better than art programs at this level. In the 1976-77 survey there were 26 high schools in the study with no music program as compared to 67 schools with no art program. In the 1981-82 survey there were 28 high schools with no music program as compared to 60 schools with no art program. While both music and art enrollment declined in Illinois senior high schools during this six year period, music still has about a 5% edge over art in terms of number of schools with programs.

Junior high school and high school teachers need in-service training on how to involve their students in arts experiences and how to teach in an interdisciplinary manner. In secondary schools this may be the only realistic method of increasing the amount of time spent in the arts. The importance of involving students of this age group in many of the arts including the visual arts, music, literature, dance/movement, theatre/drama, architecture, and the media arts cannot be underestimated.

The new high school graduation requirements which require one year of study in music, art, foreign languages or vocational education may or may not actually increase student course enrollments in the arts. The Illinois requirement is not as strong as one recently approved by the New York Board of Regents which requires one year of either art or music for graduation. Data which the next Census will provide will be important for understanding the implications of the new Illinois graduation requirements in the arts.

For many secondary students high school may be the last opportunity for any formal aesthetic education. Surely we need to emphasize skills of perception and critical analysis in the arts as well as in the sciences at this level. And even more to the point, we need to give students the opportunity to develop their ability to respond to beauty and expressiveness in all the arts.

From the State Plan for the Arts in General Education:

> . . .aesthetic awareness is a survival skill in the closing decades of the twentieth century. As a prime content area in which attitudes and values are conveyed, the arts are an essential component in the school curriculum. To continue to cut back, neglect, or strangle the position of the arts in Illinois schools is to deny students perceptual and expressive skills for aesthetic literacy in the 1980's. If one needs evidence for this argument, one merely needs to look at our polluted environment, cluttered highways, ugly cities, honky-tonk commercial strips, and vulgar and violent media programming. These things all dull our senses and sensitivities. There are differences in qualities of expression, perception, and communication; ideally, education in the arts would begin to raise the level of those skills in many of our students.

APPENDICES

APPENDIX I

ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE, 1981-82

Community Type

Size	Central City	Suburb	Independent City	Rural	All	%
1-199	0	13	15	[102]	130	26.6
200-499	2	[103]	[48]	97% [39]	192	39.3
500-999	[22]	93% [115]	80% [17]	5	159	32.5
1000 +	93% [4]	3	1	0	8	1.6
ALL	28	234	81	146	489	
%	5.7	47.9	16.6	29.9		

ENROLLMENT SUMMARY STATISTICS FOR PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS, 1976-77

Mean	Smallest	10th Percent	25th Percent	MEDIAN	75th Percent	90th Percent	Largest
403	40	94	180	370	592	757	1198

APPENDIX II

ILLINOIS PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE, 1981-82

Community Type

Size		Central City		Suburb		Independent City		Rural		All	%
1-199		4		3		1		181		189	26.3
200-499		1		19		44	99%	130		194	27.0
500-999		10		28	98%	36		28		102	14.2
1000-1699	88%	38	88%	57		17		2		114	15.9
1700-2599		36		61		1		0		98	13.6
2600 +		6		15		0		1		22	3.1
ALL		95		183		99		342		719	
%		13.2		25.5		13.8		47.6			

ENROLLMENT SUMMARY STATISTICS FOR PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS, 1981-82

Mean	Smallest	10th Percent	25th Percent	MEDIAN	75th Percent	90th Percent	Largest
826	33	119	191	452	1350	2100	4614

APPENDIX III

STATE BOARD OF EDUCATION POLICY FOR THE ARTS IN GENERAL EDUCATION

(Adopted 1978)

In May 1977, the State Board of Education received the report of the Arts Task Force. The Board acknowledges the considerable merit of this report and particularly recognizes the following:

that Illinois has tremendous potential for enhancing the quality of life through existing artistic and cultural resources;

that, in addition to motivating students, the arts function in the curriculum to enhance, enrich, and enliven the other subject areas;

that an appreciation of the arts contributes to leading an enriched, responsible, and meaningful life and enhances employment in a broad spectrum of careers; and

that Illinois schools have an expressed need for assistance in maintaining quality educational programs in the present era of declining human and material resources.

In view of these facts, it will be the policy of the State Board of Education to advocate for Illinois schools an Arts in General Education program, which should provide an opportunity for all students to experience the arts in a continuing and systematic way.

To this end, the State Board of Education directs staff to implement its Plan for the Arts in General Education, to assist LEAs in developing arts in general education programs, to cooperate with other state, federal and private agencies in support of arts in general education, and to seek adequate resources for the development of such programs. Eighteen months before the termination of this plan, the Illinois State Board of Education staff will make recommendations to the State Board of Education concerning the renewal of the plan and future arts in general education activities in Illinois.

APPENDIX IV

ILLINOIS STATE BOARD OF EDUCATION

GOAL STATEMENT FOR THE ARTS

adopted

February 14, 1980

ARTS IN EDUCATION

The Arts should be viewed as an integral part of the curriculum and every school system should assure that all students have access to exploration and study of the arts throughout their formal education.

APPENDIX V

PERCENT OF COURSES OF VARIOUS LENGTHS BY SUBJECT AREA FOR ILLINOIS PUBLIC HIGH SCHOOLS, 1981-82

Subject Area	% Full Year	% Half Year	% Quarter or Trimester	% Less than one Quarter
ART	57.9	39.1	2.4	0.0
MUSIC	90.2	7.7	1.5	0.1

PERCENT OF COURSES OF VARIOUS LENGTHS BY SUBJECT AREA FOR ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS, 1981-82

Subject Area	% Full Year	% Half Year	% Quarter or Trimester	% Less than one Quarter
ART	22.8	35.5	37.1	1.9
MUSIC	68.5	13.2	14.1	0.9

APPENDIX VI

LISTING OF JUNIOR HIGH ART COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
ADVANCED ART	37	37.00	2
ADVANCED GENERAL ART	176	87.75	5
ART (FINE ARTS COMBINATION)	256	206.50	2
ART APPRECIATION	777	342.94	5
ART I (NOT 1ST YEAR)	309	104.25	4
ART II (NOT 2ND YEAR)	1110	621.00	17
ART IV (NOT 4TH YEAR)	29	20.00	2
ART STUDIO	100	50.50	2
ART THEORY/IDEAS IN ART	263	138.00	2
CERAMICS POTTERY/CERAMICS COMB	662	207.42	6
COMMERCIAL ART/SCH SERVICE ART	30	7.50	1
COMMERCIAL DESIGN	21	10.50	1
CONTEMPORARY CRAFTS	179	59.67	2
CRAFTS & FIBERS	422	105.50	3
DESIGN FOR THE PERFORMING ARTS	17	4.25	1
DESIGN, BASIC	148	111.25	2
DRAWING	63	15.75	2
DRAWING/PAINTING/SKETCHING	625	222.33	8
EXPLORING ART/ART ELECTIVE	410	119.25	4
FILMMAKING	65	16.25	1
FOUNDATION ART II	49	49.00	1
GEN. ART OR FINE ARTS, 1ST YEAR	1842	1334.50	30
GEN. ART OR FINE ARTS, 2ND YEAR	374	292.00	8
GEN. ART OR FINE ARTS, 7-8	88206	38289.08	434
GENERAL ART, OTHER	97	88.75	4
GENERAL CRAFTS I, ADVANCED	367	127.50	5
GENERAL CRAFTS II	22	7.33	1
INTRODUCTION TO ART	445	162.00	3
MULTI-MEDIA WORKSHOP	53	17.67	1
OTHER ART	54	13.50	1
PHOTOGRAPHY/FILMMAKING/STUDY	527	165.58	6
PROBLEMS IN ART, I AND II	54	54.00	1
SCULPTURE & CERAMICS	143	47.67	1
SPECIAL ART	88	29.33	1
SURVEY OF ART	33	33.00	1
2 AND 3-DIMENSIONAL ART	192	48.00	1
2-DIMENSIONAL ART	213	106.50	1
3-DIMENSIONAL ART	441	163.00	2
TOTALS	98899	43516.03	

*Y.E. is year-equivalent.

APPENDIX VII

LISTING OF JUNIOR HIGH MUSIC COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
BAND	20824	20067.06	346
BEGINNING BAND	906	880.50	19
BEGINNING STRINGS	36	36.00	3
CHOIR	2366	2037.00	32
CHORUS	19269	16524.78	271
CHORUS II	373	333.00	10
COMPOSITION & COUNTERPOINT	76	25.33	2
CONCERT BAND (BELOW TOP BAND)	160	160.00	2
CONCERT ORCHESTRA	30	30.00	1
FRESHMAN GIRLS' CHOIR	41	20.50	1
GEN MUSIC/FINE ARTS COMBINED	768	259.25	6
GENERAL MUSIC	56873	24076.33	245
GLEE CLUB	87	87.00	2
GUITAR	491	153.33	8
GUITAR II	24	12.00	1
INSTRUMENTAL CLASSES	1805	1492.56	29
JAZZ ENSEMBLE	162	88.67	4
JUNIOR HIGH CHORUS	961	539.00	9
JUNIOR VARSITY BAND	89	89.00	2
LARGE ENSEMBLES	82	77.50	3
MEN'S CHORUS	52	52.00	3
MUSIC AND MASS MEDIA	317	105.67	2
MUSIC APPRECIAT OI II	104	52.00	1
MUSIC APPRECIATION/STUDY	2270	1230.14	15
MUSICAL COMEDY	69	17.25	1
MUSICALS	42	10.50	1
NEW INSTRUMENT	60	15.00	1
ORCHESTRA	2451	2293.11	95
OTHER MUSIC	146	120.00	2
PIANO/KEYBOARD	153	59.25	3
POPULAR MUSIC	271	73.00	3
SMALL INSTRUMENTAL ENSEMBLES	297	210.25	11
SPECIAL BAND	58	58.00	1
SWING CHOIR	302	266.00	10
VOCAL ENSEMBLES, SMALL/LARGE	853	283.75	5
VOCAL TECHNIQUE	171	42.75	1
VOICE TRAINING	4	4.00	1
WOMEN'S CHORUS	287	226.00	7
TOTALS	113330	72107.47	

*Y.E. is year-equivalent.

APPENDIX VIII

NUMBER OF COURSE OFFERINGS BY SUBJECT AREA BY SCHOOL ENROLLMENT
FOR ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS, 1981-82

Subject Area	School Enrollment	Number of Courses				
		Low	25th Percentile	Median	75th Percentile	High
ART	1-199	0	0	1	1	2
	200-499	0	1	1	1	5
	500-999	0	1	1	2	9
	1000 +	1	1	1	1	4
	ALL	0	1	1	1	9
MUSIC	1-199	0	1	2	2	7
	200-499	0	1	2	3	7
	500-999	0	2	3	4	7
	1000 +	3	3	4	5	5
	ALL	0	1	2	3	7

APPENDIX IX

LISTING OF HIGH SCHOOL ART COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
ADVANCED ART	191	165.00	12
ADVANCED DESIGN	90	83.50	3
ADVANCED DRAWING & PAINTING	405	278.83	34
ADVANCED GENERAL ART	75	60.00	5
ADVANCED SCULPTURE & CERAMICS	130	66.00	6
ADVANCED STUDIO	554	464.33	33
ART APPRECIATION	534	368.50	19
ART HISTORY/ART THEORY	168	130.00	13
ART I (NOT 1ST YEAR)	719	507.25	19
ART II (NOT 2ND YEAR)	107	85.00	7
ART IV (NOT 4TH YEAR)	40	40.00	2
ART STAFF/ASSISTANTS	65	55.50	5
ART STUDIO	2159	1520.50	50
ART THEORY/IDEAS IN ART	181	149.00	4
CALLIGRAPHICS	241	101.00	5
CERAMICS & PAINTING	29	17.67	2
CERAMICS II	355	192.50	20
CERAMICS/POTTERY/CERAMICS COMB	7125	4106.33	177
CLAY	118	59.00	2
COMMERCIAL ART/SCH SERVICE ART	820	605.00	43
COMMERCIAL DESIGN	2080	1330.50	81
CONTEMPORARY CRAFTS	139	73.00	5
COPPER ENAMELING	20	10.00	1
CRAFTS & FIBERS	431	331.50	16
CREATIVE ART	19	9.50	1
DESIGN COMMMUNICATION	68	34.00	1
DESIGN FOR THE PERFORMING ARTS	50	50.00	2
DESIGN II	244	227.50	11
DESIGN 1 & 2	404	239.50	5
DESIGN, BASIC	1474	974.50	28
DRAWING	1879	1026.33	48
DRAWING II	467	242.50	19
DRAWING/PAINTING/SKETCHING	8680	5786.58	197
EXPLORING ART/ART ELECTIVE	324	162.00	2
FABRICS	208	104.00	9
FILM STUDY	28	14.00	1
FILMMAKING	192	110.25	5
FOUNDATION ART I	1157	788.00	12
FOUNDATION ART II	102	60.00	3
GEN. ART OR FINE ARTS, 1ST YEAR	48464	46056.86	552

*Y.E. is year-equivalent.

APPENDIX IX (CONT.)

LISTING OF HIGH SCHOOL ART COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
GEN. ART OR FINE ARTS, 2ND YEAR	6457	5952.11	305
GEN. ART OR FINE ARTS, 3RD YEAR	2695	2464.56	189
GEN. ART OR FINE ARTS, 4TH YEAR	921	107.56	102
GEN. ART OR FINE ARTS, 7-8	1192	746.58	28
GENERAL ART, OTHER	11	5.50	1
GENERAL CRAFTS I/ADVANCED	3947	2528.00	93
GENERAL CRAFTS II	282	175.00	10
GLASS	38	19.00	1
GRAPHICS	465	293.00	27
INDEPENDENT STUDY	505	313.75	55
INTRODUCTION TO ART	332	209.17	8
JEWELRY I	508	277.67	18
JEWELRY II	54	28.83	5
KNIT, CROCHET & MACRAME	151	75.50	4
MACRAME	64	26.25	2
MEDIA-ART	63	31.50	2
METAL AND JEWELRY	1787	1103.50	51
MULTI-MEDIA WORKSHOP	106	74.50	2
OTHER ART	28	28.00	2
PAINTING I	980	525.33	43
PAINTING I & II	148	70.00	6
PAINTING II	186	107.50	15
PHOTOGRAPHY II	639	491.00	26
PHOTOGRAPHY/FILMMAKING/STUDY	5389	3447.25	90
POTTERY I	753	462.50	18
POTTERY II	59	35.50	6
PRINTS/PRINTMAKING	678	389.50	46
SCHOOL SERVICE ART	53	47.00	5
SCULPTURE & CERAMICS	263	162.33	12
SCULPTURE/SCULPTURE & CERAMICS	1349	811.08	87
SILK SCREEN	68	35.50	3
SKETCHING	216	108.00	5
SPECIAL ART	100	53.00	2
SURVEY OF ART	210	179.00	2
TEXTILES/WEAVING/MACRAME	321	192.50	21
WATERCOLORS	128	68.50	6
WEAVING	133	61.00	7
2 & 3 DIMENSIONAL ART	306	274.50	4
2 DIMENSIONAL ART	964	568.00	21
3 DIMENSIONAL DESIGN II	188	132.50	4
3 DIMENSIONAL ART	867	547.25	21
TOTALS	114140	90616.17	

*Y.E. is year-equivalent.

APPENDIX X

NUMBER OF COURSE OFFERINGS BY SUBJECT AREA BY SCHOOL ENROLLMENT
FOR ILLINOIS PUBLIC HIGH SCHOOLS, 1981-82

Subject Area	School Enrollment	Number of Courses				
		Low	25th Percentile	Median	75th Percentile	High
ART	1-199	0	1	2	3	6
	200-499	0	2	3	4	9
	500-999	0	2	4	5	12
	1000-1699	0	4	5	7	12
	1700-2599	0	4	6	8	16
	2600 +	1	6	7	10	15
	ALL	0	2	3	5	16
MUSIC	1-199	0	2	2	2	6
	200-499	0	2	2	3	6
	500-999	0	2	3	4	10
	1000-1699	0	4	5	6	12
	1700-2599	2	5	7	8	14
	2600 +	4	6	7	9	17
	ALL	0	2	3	5	17

APPENDIX XI

LISTING OF HIGH SCHOOL MUSIC COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
ACAPELLA AND MIXED CHOIR	1691	1661.50	50
ADVANCED BAND	744	681.00	16
ADVANCED MUSIC THEORY	140	135.50	11
AFRO/AMERICAN CHOIR	84	84.00	2
BAND	36671	35968.72	634
BEGINNING BAND	3769	3769.00	83
BEGINNING STRINGS	51	51.00	4
CHOIR	11981	11507.25	198
CHORUS	23274	22340.08	493
CHORUS II	933	933.00	29
COMPOSITION AND COUNTERPOINT	113	1112.50	6
COMPOSITION AND COUNTERPOINT II	12	12.00	3
CONCERT BAND (BELOW TOP BAND)	1447	112.83	20
CONCERT ORCHESTRA	605	605.00	29
ELECTRONIC MUSIC	169	169.00	5
FLAG CORPS	106	69.00	5
FRESHMAN GIRLS' CHOIR	155	155.00	5
FRESHMAN MIXED CHOIR	2146	2146.00	48
GEN MUSIC/FINE ARTS COMBINED	28	24.00	3
GENERAL MUSIC	17127	16885.75	94
GLEE CLUB	188	132.50	7
GUITAR	1395	1218.50	38
GUITAR II	100	77.00	6
HANDBELL CHOIR	8	0.00	1
HIGH VOICE ENSEMBLE	9	9.00	1
INDEPENDENT STUDY	70	51.00	13
INSTRUMENTAL CLASSES	1754	1576.50	47
INTERMEDIATE CHOIR	109	109.00	2
JAZZ ENSEMBLE	1191	982.50	48
JUNIOR HIGH CHORUS	118	118.00	4
JUNIOR VARSITY BAND	2158	2158.00	87
LARGE ENSEMBLES	296	296.00	8
MADRIGALS	251	231.50	15
MARCHING BAND	510	353.33	7
MEN'S CHORUS	466	291.50	19
MUSIC AND MASS MEDIA	81	40.50	3
MUSIC APPRECIATION II	15	7.50	1
MUSIC APPRECIATION/STUDY	1731	1276.08	64
MUSIC HISTORY	80	45.00	6
MUSIC IMPROVEMENT	12	6.00	1

*Y.E. is year-equivalent.

APPENDIX XI (CONT.)

LISTING OF HIGH SCHOOL MUSIC COURSES

COURSE	COURSE ENROLLMENT	Y.E.* ENROLLMENT	SCHOOLS
MUSIC LITERATURE	116	104.00	11
MUSICALS	95	95.00	1
ORCHESTRA	3705	3573.50	149
OTHER MUSIC	52	50.00	2
OTHER VOCAL MUSIC	552	456.25	12
PIANO/KEYBOARD	934	863.00	33
POM POM	95	68.00	2
SMALL INSTRUMENTAL ENSEMBLES	1071	991.53	45
SPECIAL BAND	131	102.00	9
SWING CHOIR	1339	1247.25	58
SYMPHONIC BAND	1353	1236.50	19
THEORY/HARMONY/COMP/COUNTERPOINT	1775	1599.08	135
TREBLE CHOIR	386	360.00	11
VOCAL ENSEMBLES, SMALL/LARGE	1007	834.67	41
VOCAL TECHNIQUE	238	231.50	16
VOICE TRAINING	230	186.00	9
WIND ENSEMBLE	185	185.00	5
WOMEN'S CHORUS	2606	2362.00	52
TOTALS	127658	121946.83	

*Y.E. is year-equivalent.

APPENDIX XII

TOTAL NUMBER OF ARTS ENROLLMENTS 1982-83

SECONDARY SCHOOL ARTS	COURSE ENROLLMENT	Y.E.* ENROLLMENT
JUNIOR HIGH ART	98899	43516.03
JUNIOR HIGH MUSIC	113330	72107.47
TOTAL JUNIOR HIGH SCHOOL	212229	115623.50
HIGH SCHOOL ART	114140	90616.17
HIGH SCHOOL MUSIC	127658	121946.00
TOTAL HIGH SCHOOL	241798	212562.17
TOTAL ALL SECONDARY SCHOOLS	454027	328185.67

*Y.E. is year-equivalent.

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